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ABSTRACT

Materials in this handbook of procedures for implementing a sex equity workshop consist of six steps intended for adaptation in educational meetings, classrooms, and community gatherings. Outlined in the first section on the need for eliminating sex role stereotyping are legislative and economic mandates for sex equity and goals for inservice educators. Workshop steering committee and participant duties are listed in section 2. Organizational guidelines and a list of possible consultants constitute the third section on workshop design. A sample agenda is presented in section 4. Provided in section 5 are nine sample activities on attitudes toward life roles, role expectations, role expectations for elementary students, attitudes towards women's roles, sexist attitudes, perceived male stereotypes, linguistics, and curriculum bias. A sample action plan and suggestions for writing such a plan are set forth in section 6. A bibliography follows. Appendixes constituting one third of the handbook contain sex role myths and realities, the text of Title IX of the Education Amendments of 1972, Title IX questions and answers, and guidelines for assessing sex bias and sex fairness in career interest inventories. (MN)

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HANDBOOK OF PROCEDURES FOR IMPLEMENTING A SEX EQUITY

WORKSHOP

PATHWAY TO AWARENESS

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CE 026 317

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This Handbook of Procedures for Implementing a Sex Equity Workshop and an accompanying slidetape presentation were developed as part of an effort to encourage sensitivity to sex-role stereotyping in education.

It is felt that these workshops provide an excellent way to break through preconceived notions of roles of males and females and heighten awareness of the pervasiveness of sexual bias.

Contained in the handbook are: a workshop format, samples of materials that have been used in workshops, and procedures for developing a workshop. These materials can be adapted for use in educational meetings, classrooms, and community gatherings.

WORKSHOP

STEP 1:

Identify the Need

In recent years it has become apparent that sex-role stereotyping exerts a subtle but decisive effect on the interests, attitudes, and career choices of both men and women. Legislative mandates and a changing work force have focused attention on this important area.

In the schools, the enforcement of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex, has forced educators to examine and eliminate some of the discriminatory practices that have existed in education. At the same time, the labor force is including more and more women. Statistics indicate that 48 percent of all married women work outside the home and that women now make up almost 50 percent of the work force.

Men who provided the sole support of a family once comprised 70 percent of the work force. Now this group makes up only 14 percent of the work force. One-half of all working women are single, divorced, or widowed, and totally support themselves, and sometimes dependents as well. Although the majority of women work out of economic necessity, average wages for women are still lower than the wages of men because women are clustered in traditionally low-paying jobs, such as teaching, clerical and secretarial work, nursing, and retail sales.

As the composition of the work force changes, sex-role stereotyping must be eliminated if educational programs are to assist both men and women in planning their futures with an awareness of all the available options.

An analysis of existing school programs reveals that sexism pervades curricular materials and remains a factor in course selection. Even recently published textbooks contain sex bias in both the text and the graphics. Females are still not encouraged in math, science, and mechanics classes, while males still feel uncomfortable in the traditionally female strongholds of home economics and office practices.

To increase awareness of sex stereotypes and to effect positive change requires selecting goals to serve as guidelines for specific action. Five action goals that could form a basis upon which to inservice educators on the need for change are:

1. Provide an awareness of the need to rid guidance and educational programs of sex-role stereotyping.

2. Broaden the awareness of and sensitivity to the types of stereotyping that support sex bias and sex discrimination.

3. Develop an awareness of the prevalence of sex bias in curriculum.

4. Apply techniques for detecting and eliminating sex stereotyping.

5. Recognize the need for changes in personal attitudes and develop a commitment to encourage similar change in others.

WORKSHOP STEP 2:

Establish the Method

A steering committee is essential to assist in the planning and implementation of sex equity workshops. Members of this committee should be drawn from school-based instructional personnel, guidance counselors, occupational specialists, curriculum coordinators, career education staff, and the community.

The duties of this steering committee are as follows:

1. Establish an operational plan and timelines for the project.
2. Identify community members, teachers, counselors, and occupational specialists in pilot schools to serve as resource persons on sex equity.
3. Participate in intensive sex-fair training programs.
4. Establish a workshop format to be used for the designated team.

The team members chosen to participate would:

1. Conduct at least one workshop for faculty or staff in their respective school or business.
2. Conduct at least one workshop for students in their respective school.
3. Participate in surveys used to determine degrees of awareness of sex stereotyping.

WORKSHOP

STEP 3:

Design the Workshop

To have a smoothly functioning, effective workshop, planning is necessary at every stage. The following guidelines may be used to organize and prepare for your workshop:

1. Investigate funding sources from the Vocational Education Department, the Career Education Coordinator, and the Southeast Sex Desegregation Center or other federal programs.

2. Select a consultant. A list of possible consultants can be obtained from the following organizations:

   - State Equity Specialist, Division of Vocational Education
     Florida Department of Education, Knott Building
     Tallahassee, FL 32301

   - Southeast Sex Desegregation Center
     University of Miami, School of Education
     P. O. Box 8065
     Coral Gables, FL 33124

   - Far West Lab, Women's Equity Act Program
     1855 Folsom Street
     San Francisco, CA 94103

   - ERIC, National Center for Resources in Vocational Education
     Ohio State University
     1960 Kenney Road
     Columbus, OH 43210

   - Florida Education Information Service
     Florida State University
     2003 Apalachee Parkway
     Tallahassee, FL 32306

   - Programs in continuing education for women at junior colleges

3. Set a date for the workshop and establish a time frame for accomplishing all preparations.

4. Identify your target participants and then send promotional materials to them. Make sure the participants register by a certain date.

5. Arrange for a meeting place. If finances permit, plan a lunch or refreshments.

6. For districtwide workshops, contact staff development for permission to award inservice points for attending the workshop.

7. With the consultant you have chosen, arrange the agenda.

8. Secure the necessary supplies and audiovisual materials.

9. Prepare and print any handouts.

10. Prepare name tags, registration forms, and signs. Assemble packets of workshop materials.

11. Arrive at the meeting place early to check room arrangements, etc.

WORKSHOP STEP 4:

Determine the Agenda

Sex equity workshops extending over two days are preferable to shorter workshops, because more emphasis can be placed on awareness, attitudes, and practical applications. However, shorter sessions can be very effective if you give careful attention to the selection of activities and media presentations. In shorter sessions, it is wise to limit the objectives to either awareness or application, according to the needs of the participants.

The agenda below can be modified or expanded, depending upon the length of the workshop. Suggestions for activities, media presentations, and reading assignments are found elsewhere in this handbook.

SAMPLE AGENDA

Registration

Introductions

Warm-Up Activity

Attitude Survey (Activities I and V)

Media Presentation (see Bibliography for recommended films and slides)

Discussion of Women's and Men's Roles (Activities II and IV)

Discussion of Discrepancy between Traditional Beliefs and Facts (Appendix A)

Description of Forms of Bias (Activity IV)

Discussion of Sexism in Curriculum

Development of Action Plans

WORKSHOP STEP 5:

Select the Activities

The active involvement of all participants is the key to an effective workshop. Self-evaluative exercises and opportunities for sharing ideas and insights are the best ways to increase participants' involvement.

On the following pages are a selection of activities suitable for use with adults and students. One exercise is geared particularly for elementary students. In selecting appropriate activities, you should consider the length of the workshop and its emphasis--either attitude awareness, curriculum, or both.

The activities should encourage a more critical examination of participants' beliefs, attitudes, and judgements. With the exception of Activities VIII and IX, there are no right or wrong answers to these activities. In all cases, the activities should be followed by discussion and, in some instances, a presentation of current data or statistics.

ACTIVITY I: Attitude Survey

SURVEY OF ATTITUDES TOWARD LIFE ROLES

We need your help in order to collect information about attitudes toward career choices. Please fill in the necessary personal information.

Sex ____ _____
Male Female

Grade _____

Race _____

Occupation _____

The statements that follow refer to personal or social life roles and to career and educational choices. Read each statement carefully. Then check the response that most nearly represents your reaction to the statement. Please respond to each item.

	Agree	Disagree
1. Women cannot be counted on to stay on the job because of their responsibilities to home and family.	____	____
2. The employment of women leads to juvenile delinquency.	____	____
3. Sons in a family should be given more encouragement to go to college than daughters.	____	____
4. Men and women should share equal responsiblity for the rearing and care of children.	____	____
5. Women should be responsible for indoor housekeeping and men should be responsible for outdoor, lawn, and car chores.	____	____
6. Women with small children should not work outside the home.	____	____
7. Men can make decisions more easily than women can.	____	____
8. The intellectual leadership of a community should be in the hands of men.	____	____

		Agree	Disagree
9.	Men are better drivers than women.	____	____
10.	The job absentee rate is higher for women than for men.	____	____
11.	On a family trip, the man should do most of the driving.	____	____
12.	Job requirements, with rare exceptions, are unrelated to sex.	____	____
13.	Men are more independent than women are.	____	____
14.	Women have been frustrated by policies, practices, and attitudes that limit their career opportunities.	____	____
15.	Women don't take their jobs seriously.	____	____
16.	A woman can best achieve full self-development by ignoring men and the system men have built.	____	____
17.	There are more career opportunities for men than for women.	____	____
18.	Men are more devoted to their jobs than women are.	____	____
19.	Women take jobs away from men.	____	____
20.	Men are more ambitious than women.	____	____
21.	There are many jobs women cannot do as well as men.	____	____
22.	Women don't want responsibility on the job.	____	____
23.	Men are more willing to move in order to follow their job than women are.	____	____
24.	A woman should not expect to pursue the same careers a man can pursue.	____	____

	Agree	Disagree
25. It is only fair that male workers receive more pay than women do, even for identical jobs.	____	____
26. Men are more realistic than women in their evaluation of opportunities for advancement to higher positions.	____	____
27. Men make better supervisors than women do.	____	____
28. Society should value the services of women workers as highly as those of men.	____	____
29. Equal pay for equal work should be a rule.	____	____
30. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	____	____
31. Training women for jobs is a waste of time and money.	____	____
32. Tradition has labeled certain jobs as women's and others as men's.	____	____
33. Men are more intelligent than women.	____	____
34. There are some professions and types of businesses that are more suitable for men than for women.	____	____
35. Men take greater advantage of new opportunities to get ahead than women do.	____	____
36. Women have just as much to contribute to society as men do.	____	____
37. Men have more leadership abilities than women have.	____	____
38. Men should be given preference over women in hiring or promotion.	____	____
39. Women are not at all competitive in the business world.	____	____

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		Agree	Disagree
40.	Men should advance more quickly in managerial positions than women.	____	____
41.	Women are more intelligent than men.	____	____
42.	Both men and women should be encouraged to discover what types of work they enjoy doing and to obtain the skills to achieve success.	____	____
43.	It is ridiculous for a woman to be a carpenter and a man to be a secretary.	____	____

ACTIVITY II: Role Expectations

Complete the following statements with as many responses as you wish. After everyone in your group has completed their responses, share your results with the group.

SET A: FOR WOMEN

As a woman, I must _____

_____

_____

_____

_____

As a man, I could _____

_____

_____

_____

_____

SET B: FOR MEN

As a man, I must _____

_____

_____

_____

_____

As a woman, I could _____

_____

_____

_____

_____

ACTIVITY III: Role Expectations for Elementary Students

What does it mean to be a boy? What does it mean to be a girl? Check off those items that you believe are true.

A boy would not

_____ cook

_____ wash dishes

_____ take ballet lessons

_____ cry

_____ hit a girl

_____ sew

_____ babysit

_____ back out of a fight

_____ kiss his father

_____ like a girl who makes good grades

_____ play with dolls

A girl would not

_____ climb a tree

_____ get in a fist fight

_____ play baseball

_____ build a bird house

_____ try to join a boy's team

_____ hit a boy

_____ hold the door for a boy

_____ wear curlers in front of a boy

_____ beat a boy at a game

_____ dress like a boy in a play

_____ play football

ACTIVITY IV: Role Expectations

To do this activity, divide into small groups, then have each group read the two selections and share their reactions.

STEVE AND BARBARA

Steve and Barbara were married during their senior year at State University. Steve continued his education and completed his master's degree in Business Administration, and Barbara found a teaching job to support them during the year. When Steve completed his master's degree, he joined a large retail chain company and went to work in Denver, Colorado. Barbara quit her teaching position, but found another teaching job in Denver. After two years, Steve was transferred to San Francisco. Once again, Barbara quit her teaching job and found another job in a suburb of San Francisco. Two years later, Barbara had a baby and resigned from her teaching job to stay home with her child.

When Steve completed his management training, he was transferred to a large store in Houston, Texas. To make the personal contacts that Steve deemed advantageous to his career, he began a very active social life. At least twice a week, Steve and Barbara went out for the evening with employees or important customers. Barbara became skilled at graceful social interaction, carefully avoiding controversial issues that generated tension. Barbara also became adept at acting as hostess during dinners and parties in their home. She learned to cook gourmet dinners with rare cheeses, wines, and sauces, and soon became known as the most accomplished hostess in their social circle.

When Steve was promoted to manager of the Houston store, Barbara was extremely proud of Steve. She was also secretly pleased with herself because she felt she had contributed to his success.

BARBARA AND STEVE

Barbara and Steve were married during their senior year at State University. Barbara continued her education and completed her master's degree in Business Administration, and Steve found a teaching job to support them during the year. When Barbara completed her master's degree, she joined a large retail chain company and went to work in Denver, Colorado. Steve quit his teaching position, but found another teaching job in Denver. After two years, Barbara was transferred to San Francisco. Once again, Steve quit his teaching job and found another job in a suburb of San Francisco. Two years later, Barbara had a baby and Steve resigned from his teaching job to stay home with the child.

When Barbara completed her management training, she was transferred to a large store in Houston, Texas. To make the personal

contacts that Barbara deemed advantageous to her career, she began a very active social life. At least twice a week, Barbara and Steve went out for the evening with employees or important customers. Steve became skilled at graceful social interaction, carefully avoiding controversial issues that generated tension. Steve also became adept at acting as host during dinners and parties in their home. He learned to cook gourmet dinners with rare cheeses, wines, and sauces, and soon became known as the most accomplished host in their social circle.

When Barbara was promoted to manager of the Houston store, Steve was extremely proud of Barbara. He was also secretly pleased with himself because he felt he had contributed to her success.

ACTIVITY V: Attitudes Toward Women's Roles

Listed below are 29 common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

	Agree	Disagree
1. Women should act as the "power behind the man" and not be "out in front."	____	____
2. Men and women should share equally both the responsibilities and privileges of life.	____	____
3. Women should express their opinions honestly, even if they are in disagreement with a man.	____	____
4. Truly feminine women let men believe men are the bosses, even when this is clearly not true.	____	____
5. Men and women should be paid equal wages if they are doing the same work.	____	____
6. It is proper to divide work into "men's work" and "women's work."	____	____
7. Women can think as logically as men.	____	____
8. Men should make the final decisions in financial matters, and women should make the final decisions in matters concerning the home.	____	____
9. Women should act naive (pretend not to understand) in order to make a man look more intelligent.	____	____
10. Acting helpless does not make a woman seem more feminine.	____	____
11. In a business setting, a woman who acts seductively is behaving improperly.	____	____

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	Agree	Disagree
12. The best way for a woman to get her way with a man is to use feminine wiles and tricks.	____	____
13. It is possible for some women to combine home and career and do both successfully.	____	____
14. A woman should work only if she can do so without interfering with domestic duties.	____	____
15. Women who work outside the home tend to be more interesting people than women who do not.	____	____
16. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.	____	____
17. It is a myth that "a woman's place is in the home."	____	____
18. It is only natural for women to be interested in people and men to be interested in ideas.	____	____
19. Women should choose any career they wish, even if this violates tradition.	____	____
20. Modern women are too competitive.	____	____
21. Women can work in any job without seeming masculine.	____	____
22. High-paying jobs should go to men who have families to support.	____	____
23. There is no genetic difference in intellectual ability between the sexes.		
24. Men do not mind working for a woman boss as long as she is competent.	____	____
25. A college education is as important for a woman as it is for a man.	____	____

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	Agree	Disagree
26. Beauty is a more important part of femininity than intelligence is.	_____	_____
27. It would be proper for a woman to be elected President of the United States.	_____	_____
28. Intellectual capabilities are just as important for women as for men.	_____	_____
29. Males are genetically capable in some areas and women are genetically capable in others.	_____	_____

Appendix A: The Myth and the Reality can be used with this exercise.

ACTIVITY VI: Sexist Attitudes

DIFFERENCES BETWEEN WORKING MEN AND WORKING WOMEN

Place a check in the appropriate space opposite each trait listed below.

When compared to working men, working women are:

	Less	Equal	More
1. confident	_____	_____	_____
2. ambitious	_____	_____	_____
3. intelligent	_____	_____	_____
4. dedicated	_____	_____	_____
5. organized	_____	_____	_____
6. competitive	_____	_____	_____
7. accurate	_____	_____	_____
8. conscientious	_____	_____	_____
9. fearful	_____	_____	_____
10. dependable	_____	_____	_____
11. irresponsible	_____	_____	_____
12. considerate	_____	_____	_____
13. emotional	_____	_____	_____
14. aggressive	_____	_____	_____
15. creative	_____	_____	_____
16. determined	_____	_____	_____
17. sensitive	_____	_____	_____
18. materialistic	_____	_____	_____

ACTIVITY VII: Perceived Male Stereotypes

Men are affected by stereotyping as much as women are. However, the ways men are affected are usually more subtle. Following are examples of generally held attitudes towards men. Indicate your reaction to these statements.

	Agree	Disagree
1. Men are unemotional, cool, and logical.	____	____
2. Men are strong, persevering, and competitive.	____	____
3. A man's value, success, and self-worth are determined by his money, status, and power.	____	____
4. The natural role of the man in a family is that of the provider.	____	____
5. Men are expected to take little responsibility for child rearing, aside from providing discipline and material goods.	____	____
6. Men should physically defend the honor of women and children.	____	____
7. When they deal with women, men are expected to be the aggressive ones.	____	____
8. Men who cry are weaklings.	____	____
9. Aggressiveness is a sign of the successful man.	____	____
10. Men should have authority and decision-making power.	____	____
11. For a man to be fulfilled, he must work outside the home.	____	____

ACTIVITY VIII: Linguistics

What word or words can you substitute or change to obtain an equivalent meaning that affords dignity and respect to the individual or situation without regard to gender? Some suggested answers are given at the end of the activity.

1. repairman _____
2. fireman _____
3. mailman _____
4. salesman _____
5. girl Friday _____
6. chairman _____
7. man and wife _____
8. steward or stewardess _____
9. craftsman _____
10. the men and the ladies _____
11. John Harris is a shrewd attorney, and his wife, Joanne, is a lovely blonde.

    _____

    _____

12. The typical New England farm was so small that the owner and his sons could work it by themselves.

    _____

    _____

13. The fiction of Steinbeck, Hemingway, and Miss Buck is widely read.

    _____

    _____

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14. Born in London, England, in 1923, the daughter of a merchant, Ann Westfield spent her girlhood helping with household chores and reading books by female writers, such as Emily Bronte and Jane Austin. Ann was considered attractive by men and had several suitors, but she pursued a literary career rather than reap the rewards of a joyful marriage. Her masculine mind was noticed by many male instructors while she was in college.

SUGGESTED ANSWERS FOR ACTIVITY VIII

1. maintenance worker
2. fire fighter
3. mail carrier
4. sales representative
5. office assistant
6. chairperson
7. husband and wife/men and women
8. flight attendant
9. artisan
10. the men and women
11. John and Joanne Harris are an intelligent and attractive couple.
12. The typical New England farm was so small that the family could work it by themselves.
13. The fiction of Steinbeck, Hemingway, and Buck is widely read.
14. Born in London, England, in 1923, the daughter of a merchant, Ann Westfield spent her childhood assisting her family and reading the books of Emily Bronte and Jane Austin. Although she was attractive and had several suitors, she chose a literary career over marriage. Her sharp mind attracted the attention of instructors while she was in college.

ACTIVITY IX: Bias in Curriculum

FORMS OF BIAS FOUND IN INSTRUCTIONAL MATERIALS

Six forms of bias found in current text materials are described below. After reviewing each description, read the examples that follow and determine whether there is sex bias involved. If there is, identify the form and suggest how to improve the statement. Suggested responses are given at the end of the activity.

1. Exclusion/Invisibility

   The complete or near exclusion of a particular group from representation in the text and/or illustrations is one form of bias found in instructional materials. For example, textbooks published before the 1960s hardly ever mentioned black Americans within contemporary society. Currently, although women constitute over 51 percent of the U. S. population, they comprise less than one third of the persons referred to in textbooks.

2. Stereotyping

   Racial and ethnic minority groups, as well as males and females, are often shown only with respect to a single attribute, characteristic, or role. Some of the stereotypes seen most frequently in textbooks include the portrayal of:

   - Asian Americans only as laundry workers or cooks
   - women primarily as homemakers who are passive, dependent persons defined only by their home and family roles
   - men as strong, assertive persons defined primarily by their occupational roles

   Stereotyping may occur in reference to any of a number of variables: physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles, and social placement.

3. Imbalance/Selectivity

   When textbooks present only one interpretation of an issue, situation, or group of people, through their selective presentation, reality may be distorted and complex or differing viewpoints may be ignored.

   Examples of these distortions include:

   - Emphasis is placed on the origins of European settlers in the New World, while information about the origins and heritage of African Americans is ignored.

- Textbooks state simply that "women were given the vote," but they leave out details about the physical abuse and sacrifice suffered by the leaders of the suffrage movement.

4. Unreality

Textbooks often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict. Controversial topics are sometimes sidestepped.

In this vein, improved opportunities for minority groups are highlighted without any indication of the problems still faced by minority group members.

5. Fragmentation/Isolation

Bias through fragmentation and isolation takes two primary forms. First, textbook content about minority groups and women may be found only in separate chapters (e.g., "Black Americans and the Winning of the West") or even in boxes to the side of the page (e.g., "Ten Women Achievers in Science"). Second, such persons may not be shown as affecting the dominant culture, but only as interacting with persons like themselves. The dynamic relationship between these groups and the development of current society is ignored.

6. Linguistics

Language is a potent transmitter of bias in instructional materials. While the use of the generic "he/him" is an obvious example, biased language also takes more subtle forms such as:

- Immigrant groups are often called "hordes" or "swarms."

- Native Americans "roam," "wander," or "rove" across the land. These verbs are more appropriately applied to animal herds as they imply an absence of purpose or direction and suggest a mere physical relationship to the land.

- Words such as "forefathers," "brotherhood," and "mankind" do not reflect the contributions of women.

Example 1

The farmer of today is different from the frontiersman of the past. He is involved in a complex, scientific undertaking and his earnings are dependent upon his efficiency and knowledge.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 2

Dolores was 11 years old, but she still thought that playing baseball was fun. However, since she was the only girl in the family, she knew she should go help her mother.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 3

When Father came home from work he noticed Jimmy had been crying. He put off starting dinner and went in to talk to his son. He knew that starting high school could be difficult.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 4

The fire fighters and police officers spoke to the press to air their grievances. The union president acted as spokesperson as she read the statement to the reporters.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 5

The following words and phrases were used in a textbook: mankind, coed, man and wife, women were given the vote, salesman, brotherhood, forefathers.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 6

John led the way, and Jane followed him. Jane clung tightly to his hand, because the old house scared her. She tripped, and John had to help her up.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 7

In a social studies textbook, one chapter is about American life during the 1800s. The following topics are covered: The Economy, Exploration, Contributions of Contemporary Women, National Politics, Foreign Policy, and Scientific Achievements.

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

SUGGESTED ANSWERS FOR ACTIVITY IX

Example 1

Is sex bias present? Yes

Form: Sexist language, invisibility, stereotyping

Comment and Suggested Revisions: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneer women. This noun should be replaced (e.g., "pioneering farmers," "frontier settlers," "pioneering men and women").

Example 2

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Example 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex-role stereotypes.

Example 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Example 5

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; coed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Example 6

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The portrayal of a timid girl and a courageous boy is stereotyped. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Example 7

Is sex bias present? Yes

Form: Fragmentation/isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

WORKSHOP STEP 6:

Write the Action Plan

Any workshop is more effective if the participants are committed to changing their attitudes about sex stereotyping and are willing to share their new insights and encourage similar growth in others. This sharing process can result in a ripple effect, which will reach other faculty members, students, and, perhaps, the wider community.

The culminating activity of the workshop, therefore, should be the preparation of a plan for further action. To formulate this plan, the group must determine objectives to be accomplished, analyze the tasks needed to implement the plan, assign responsibilities to team members, and set target dates.

A sample action plan is outlined below. Some suggested preliminary steps for carrying out a plan are given.

SAMPLE ACTION PLAN

Objective: Raise the level of consciousness of faculty concerning sex bias.

Task	Involvement	Person(s) Responsible	TARGET Beginning Date	TARGET Ending Date
Approach administrator	Designated school team	Team leader		
Select day(s) and time for workshop.	Team and administration	Team leader		
Select participants. Determine agenda.	Team and administration	Team leader		

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WORKSHOP

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WORKSHOP

APPENDIXES

APPENDIX A:
The Myth and the Reality

THE MYTH	THE REALITY
1. A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 young girls will work outside the home at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

	Studies on labor turnover indicate that net differences for men and women are generally small. In the manufacturing industry the 1968 rates of accession per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
5. Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent attitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

ADDITIONAL INFORMATION

10. Education is wasted on women.

Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.

11. Women have a higher turnover and absenteeism rate than men.

Numerous studies have found that turnover and absenteeism were more related to the level of the job than to sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

12. Women get married and quit work.

Sixty percent of working women are married, and one-third of all mothers work.

Source: U.S. Department of Labor; Employment Standards Administration; Women's Bureau.

APPENDIX B:

Title IX—Prohibition of Sex Discrimination

SEX DISCRIMINATION PROHIBITED

Sec. 901.(a) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

(1) in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

(2) in regard to admissions to educational institutions, this section shall not apply (A) for one year from the date of enactment of this Act, nor for six years after such date in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admits only students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education, whichever is the later;

(3) this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization;

(4) this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine; and

(5) in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex.

(b) Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or

percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: Provided, That this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this title of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or activity by the members of one sex.

(c) For purposes of this title an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

FEDERAL ADMINISTRATIVE ENFORCEMENT

Sec. 902. Each Federal department and agency which is empowered to extend Federal financial assistance to any education program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 901 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirements, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by other means authorized by law: Provided, however, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the Federal department or agency shall file with the committees of the House and Senate having legislative

jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

JUDICIAL REVIEW

Sec. 903. Any department or agency action taken pursuant to section 902 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 902, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with chapter 7 of title 5, United States Code, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of section 701 of that title.

PROHIBITION AGAINST DISCRIMINATION AGAINST THE BLIND

Sec. 904. No person in the United States shall, on the ground of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any education program or activity, but nothing herein shall be construed to require any such institution to provide any special services to such person because of his blindness or visual impairment.

EFFECT ON OTHER LAWS

Sec. 905. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

AMENDMENTS TO OTHER LAWS

Sec. 906. (a) Sections 401(b), 407(a)(2), 410, and 902 of the Civil Rights Act of 1964 [42 U.S.C. 2000c(b), 2000c-6(a)(2), 2000c-9, and 2000h-2] are each amended by inserting the word "sex" after the word "religion."

(b)(1) Section 13(1) of the Fair Labor Standards Act of 1938 [29 U.S.C. 213(a)] is amended by inserting after the words "the provisions of section 6" the following: "(except section 6(d) in the case of paragraph (1) of this subsection)."

(2) Paragraph (1) of subsection 3(r) of such Act [29 U.S.C. 203(r)(1)] is amended by deleting "an elementary or secondary school" and inserting in lieu thereof "a preschool, elementary or secondary school."

(3) Section 3(s)(4) of such Act [20 U.S.C. 203(s)(4)] is amended by deleting "an elementary or secondary school" and inserting in lieu thereof "a preschool, elementary or secondary school."

INTERPRETATION WITH RESPECT TO LIVING FACILITIES

Sec. 907. Notwithstanding anything to the contrary contained in this title, nothing contained herein shall be construed to prohibit any educational institution receiving funds under this Act, from maintaining separate living facilities for the different sexes.

Source: U.S. Public Law 92-318.

APPENDIX C:
Title IX Questions and Answers

Question:

What is Title IX?

Answer:

Title IX is that portion of the Education Amendments of 1972 which forbids discrimination on the basis of sex in educational programs or activities which receive Federal funds.

Question:

Who is covered by Title IX?

Answer:

Virtually every college, university, elementary and secondary school and preschool is covered by some portion of the law. Many clubs and other organizations receive Federal funds for educational programs and activities and likewise are covered by Title IX in some manner.

Question:

Who is exempt from Title IX's provisions?

Answer:

Congress has specifically exempted all military schools and has exempted religious schools to the extent that the provisions of Title IX would be inconsistent with the basic religious tenets of the school.

Not included with regard to admission requirements ONLY are private undergraduate colleges, nonvocational elementary and secondary schools and those public undergraduate schools which have been traditionally and continuously single-sex since their establishment.

However, even institutions whose admissions are exempt from coverage must treat all students without discrimination once they have admitted members of both sexes.

Question:

Does the law cover social sororities and fraternities?

Answer:

Congress has exempted the membership practices of social fraternities and sororities at the postsecondary level, the Boy Scouts, Girl Scouts, Camp Fire Girls, Y.W.C.A., Y.M.C.A., and certain voluntary youth services organizations. However, if any of these organizations conduct educational programs which receive Federal funds open to nonmembers, those programs must be operated in a nondiscriminatory manner.

Question:

May a vocational school limit enrollment of members of one sex because of limited availability of job opportunities for members of that sex?

Answer:

No. Further, a school may not assist a discriminatory employer by referral of students or in any other manner.

Question:

In athletics, what is equal opportunity?

Answer:

In determining whether equal opportunities are available, such factors as these will be considered:

- whether the sports selected reflect the interests and abilities of both sexes;
- provision of supplies and equipment;
- game and practice schedules;
- travel and per diem allowances;
- coaching and academic tutoring opportunities and the assignment and pay of the coaches and tutors;
- locker rooms, practice and competitive facilities;
- medical and training services;
- housing and dining facilities and services;
- publicity.

Question:

What sports does the term "athletics" encompass?

Answer:

The term "athletics" encompasses sports which are a part of interscholastic, intercollegiate, club or intramural programs.

Question:

When are separate teams for men and women allowed?

Answer:

When selection is based on competitive skill or the activity involved is a contact sport, separate teams may be provided for males and females, or a single team may be provided which is open to both sexes. If separate teams are offered, a recipient institution may not discriminate on the basis of sex in providing equipment or supplies or in any other manner.

Moreover, the institution must assure that the sports offered effectively accommodate the interest and abilities of members of both sexes.

Question:

If there are sufficient numbers of women interested in basketball to form a viable women's basketball team, is an institution which fields a men's basketball team required to provide such a team for women?

Answer:

One of the factors to be considered by the Director in determining whether equal opportunities are provided is whether the selection of sports and levels of competition effectively accommodate the interest and abilities of members of both sexes. Therefore, if a school offers basketball for men and the only way in which the institution can accommodate the interests and abilities of women is by offering a separate basketball team for women, such a team must be provided.

Question:

If there are insufficient women interested in participating on a women's track team, must the institution allow an interested woman to compete for a slot on the men's track team?

Answer:

If athletic opportunities have previously been limited for women of the school, it must allow women to compete for the men's team if the sport is a noncontact sport such as track. The school may preclude women from participating on a men's team in a contact sport. A school may preclude men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them, regardless of whether the sport is contact or noncontact.

Question:

How can schools and colleges interested in a positive approach to Title IX deal with its provisions?

Answer:

To encourage each school and college to look at its policies in light of the law, the final regulation now includes a self-evaluation provision. This requires that during the next year the educational institution look at its policies and modify them to comply with the law as expressed by the regulation. This includes remedying the effects of any past discrimination.

Question:

Does Title IX cover textbooks?

Answer:

No. While the Department recognizes that sex stereotyping in curricula and educational material is a serious matter, it is of the view that any specific regulatory requirement in this area raises constitutional questions under the First Amendment. The Department believes that local education agencies must deal with this problem in the exercise of their traditional authority and control over curriculum and course content.

Question:

Many universities administer substantial sums of scholarship money created by wills and trusts which are restricted to one sex. If the will or trust cannot be changed to remove the restriction, must the universities cease administration of the scholarship?

Answer:

Where colleges administer domestic or foreign scholarships designated by a will, trust or similar legal instrument, exclusively for one sex

or the other, the scholarship recipients should initially be chosen without regard to sex. Then, when the time comes to award the money, sex may be taken into consideration in matching available money with students to be awarded the money. Scholarships, awards or prizes which are not created by a will, trust, or similar legal instrument, may not be sex-restricted.

Question:

What are the Title IX requirements for counseling in schools and colleges?

Answer:

An institution using testing or other materials for counseling may not use different materials for males and females, nor may it use materials which lead to different treatment of students on the basis of sex.

If there is a class or course of study which has a disproportionate number of members of one sex, the school is required to assure that the disproportion does not stem from discrimination by counselors or materials.

Question:

May a college administer or assist in the administration of sex-restrictive scholarships which provide opportunities for students to study abroad?

Answer:

Yes, if (1) The scholarship was created by a will, trust, or similar legal instrument, or by an act of foreign government, and (2) The institution otherwise makes available reasonable opportunities for similar studies abroad by members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

Question:

Can a school be exempt from Title IX if its athletic conference forbids men and women on the same noncontact team?

Answer:

No. Title IX preempts all state or local laws or other requirements which conflict with Title IX.

Question:

How can a school athletics department be covered by Title IX if the department itself receives no direct Federal aid?

Answer:

Section 844 of the Education Amendments of 1974 specifically states that: "The Secretary shall prepare and publish...proposed regulations implementing the provisions of Title IX of the Edu ation Amendments of 1972 relating to the prohibition of sex discrimination in Federally assisted education programs which shall include with respect to intercollegiate athletic activities reasonable provisions considering the nature of particular sports." (Source: U.S. Public Law 93-380.)

In addition, athletics constitute an integral part of the educational processes of schools and colleges and, thus, are fully subject to the requirements of Title IX, even in absence of Federal funds going directly to the athletic programs.

The courts have consistently considered athletics sponsored by an educational institution to be an integral part of the institution's education program and, therefore, have required institutions to provide equal opportunity.

Question:

Does a school have to provide athletic scholarships for women?

Answer:

The regulation provides that a school must offer athletic scholarships proportionately to members of each sex depending on how many students of each sex participate in interscholastic or intercollegiate athletics.

APPENDIX D:

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, DC, in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit--or might cause others to limit--his or her considerations of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, Issues of Sex Bias and Sex Fairness in Career Interest Measurement, available from the Career Education Program, National Institute of Education, Washington, DC 20208 in October 1974.

The term "career interest inventory," as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards (a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) requires

them to produce, and (b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not substitutes for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972), or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement those other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale).

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender, and (b) certain social roles are automatically sex-linked.

H. The user's manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social classes and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information--skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decision. However, the possible biases of these variables should also be taken into consideration.

FOOTNOTES

[1]For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

[2]An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is not sex-restrictive if each career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude--that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work....The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of both of these interpretations will appear in Issues of Sex Bias and Sex Fairness in Career Interest Measurement (U.S. Government Printing Office, 1974, in press).

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